



Annual Unit Progress Report Feedback Summary

Unit Name: College of Arts and Architecture

Date: October 5, 2018

This document is a summary of feedback provided by multiple individual reviewers from the Office of Planning and Assessment staff and the newly formed University Planning Advisory Group, which is made up of faculty, staff, and administrators from across the Penn State system.

This information is shared to highlight key points and additional detail. Questions were asked around progress, notable highlights, connections to the institutional strategic plan, and areas of growth and opportunity. The intent is to provide groundwork for a continued conversation around strategic planning in your unit and is a tool to consider as the unit moves-forward.

Group 1 questions and feedback:

- 1) From the feedback document given to each unit in 2017, did the units seem to address feedback on their progress of their unit plans?

This report covered all of their unit goals more comprehensively than the previous report in 2017. However, the only item missing was in part 1 should include section D) to include the indicator of success “cultural destination”- however some of this information may have been covered in part 2.D (maximizing visibility). The unit gave many diverse examples of progress instead of focusing on a few programs, and included some metrics of success, but often did not have a baseline for tracking progress over time.

- 2) Did they address feedback related to diversity and inclusion efforts?

The 2017 feedback specifically called for additional examples related to diversity and inclusion, the 2018 report included the new “Moral Moments” project “to consistently open dialogues about diversity and inclusion through personal storytelling” but noted in their concerns the “lack of a cohesive College-wide strategy for Diversity and Inclusion.” This is being addressed by the College diversity and inclusion committee’s proposal for action submitted in July. We look forward to seeing the progress next year.

- 3) How well did the successes of the units tie to the goals of the units? Please briefly describe.

The unit goals were listed individually with all progress and achievements listed under them. This was thoughtfully laid out and easy to see most of the ties of the success to the unit goal. Increased enrollment numbers and new accredited degrees are good indicators of the goal for pedagogical excellence.

- 4) What areas of growth or opportunity would you identify for the unit moving forward?

Many of the concerns already noted by the unit are potential areas to focus on for growth. The decrease in Gen Ed (GA) courses housed in A&A indicates that the college might look for ways to collaborate with other colleges to improve interdomain offerings. Improving advising should also help the unit's student experience.

Several items included some metrics, tracking in some other areas might make for a stronger report. (How many people participated in the community engagement projects?)

Progress towards diversity and inclusion should be made with the proposal for action received in July, 2018. Measurable results towards improving student access to professional advising and progress on the shared services model for IT should be available (to some extent) next year.

Group 2 questions and feedback:

- 1) Are there clear connections between the unit plan progress and the institutional strategic plan? Please briefly describe.

Yes. The planning update is organized around two elements: the progress toward the aspirational goal of "Making the Arts and Design Central at Penn State, and Beyond," which has three components (research, academic programs, and students); and updates on the four supporting goals identified to achieve this aspirational goal. The report states that "All of the colleges efforts are aimed at Elevating (Advancing) the Arts and Humanities" and other thematic priorities are noted for most initiatives. Additionally, the foundation Fostering and Embracing a Diverse World is referenced as Diversity and Inclusion for some initiatives.

- 2) Are there highlights or collaborations present that communicate to the strategic plan? Please pull these out, and describe how these highlights communicate to the specific part of the institutional plan.

As stated above, all initiatives are presumed to address Advancing the Arts and Humanities and additional portions links are listed below.

- Two initiatives received Strategic Planning Seed Grants: FaceAge Studio (Enhancing Health.) and the "E+D" initiative (Stewarding Our Planet's Resources.)
- Undergraduate Architecture students on PSU team that won first place in the "Suburban Single-Family Housing Contest" of the U.S. Department of Energy "'Race to Zero' Student Design Competition." (Transforming Education)
- The Palmer Museum engaged more than 30 co-sponsors across campus in its Plastic Entanglements exhibition, which broke attendance records at Penn State and will travel nationally. (It could be inferred that this is connected also connected to Stewarding Our Planet's Resources, but more information on the theme of the exhibit would be informative to making this connection.)
- Will launch an embedded artist program in the Penn State Institutes including a partnership with the College of Nursing. (It could be inferred that this would communicate to Enhancing Health, Transforming Education, but more detail as to the focus of the program would be helpful.)
- With a \$500,000 investment from TLT, S-Pad and TLT are partnering to create cutting-edge arts learning space, to be launched Spring 2019. (Driving Digital Innovation, Transforming Education)

- A&A research expenditures for FY2017 were \$1.6 million, a %12.5 increase over FY 2016 and a %19.4 increase over FY 2015. A&A faculty received over \$1.5 million in external funding and partnered in grants totaling over \$6.5 million. Notable funders include: EPA, NEH, NEA, NSF, and NPS. Applications to A&A Faculty Research Grants are up 250% over previous year; funding awarded doubled. (It could be inferred that this is connected to Transforming Education but more detail as to what the money would be used for and how that would connect to other University plan goals would be helpful.)
- 3) How did they articulate the relationship between unit goals and specific initiatives? Please briefly describe.

The update listed initiatives and progress for each unit goal and performance indicators were included where available. Some updates included “Click here for story” but I was unable to connect to the link. Good detail was given and the relationship to unit goals was clear.

- 4) Has this unit made progress since unit plan implementation? Please describe. If this unit has not made significant progress, tie feedback back to original plan, track progress reports, and see if course adjustments also have indications of progress.

This unit has made significant progress towards achieving their four supporting goals as evidenced by the above highlights. In addition to the highlights, evidence of progress is mapped to each of the four goals.